Science in a Bag – Student Page 

Mystery Bag

Grade Level Kindergarten

Standards

**GLE 0007.9.1** Describe an object by its observable properties.

**0007.9.1** Observe, identify, and compare the properties of various objects such as color, shape, and size.

Task Objective

In this unit students will observe and experience many physical properties of various objects to better understand and differentiate matter. Students will have the opportunity to sort by color, size, shape, and other physical properties. Students will know how to use their five senses to make observations about an object. They will be able to observe what they feel, and eventually see and then record it on a graphic organizer.

Materials Needed

Brown Paper Bag, Pencil, Observation paper, Mystery items in bag, Bag of Vocabulary Match Up Cards, Sheet of Construction Paper, Tape

Procedures

Write your name on your observation sheet

1. Reach your hand into the brown bag. Don’t Look!
2. Pick up something without pulling it out of the bag. Don’t Look!
3. Feel the object’s shape, texture, size, and weight
4. Write what you feel on your observation sheet under observations
5. Guess what the object is and write it on your observation paper
6. Pull the object out of the bag to see what it is.
7. Write down what your object is then write and record it’s real shape, size, and color
8. Repeat for all items in the bag
9. Get a bag full of words and pictures
10. Match the picture with the word it goes with on your construction paper
11. Tape the picture beside it’s word on you construction paper
12. Add observation sheet and Vocabulary match up sheet to Interactive Notebook when finished with activity.

Academic Vocabulary

* Alike- the same in some ways
* Different- not the same
* Shape- circle, square, rectangle, triangle
* Color- Red, yellow, blue, green, purple, pink, black, brown
* Texture- the way something feels
* Size- how big something is or how small it is

Assessment

#4 Card Sorts- Vocabulary Match Up. Students will match the definition with the picture to get a better understanding of the vocabulary used in the lesson. This will also show what vocabulary they already know, what they learned, and what they do not know yet.

Clean-up

When you are finished with the activity, put all of the items back into the brown paper bag and stack the papers and pencils neatly beside the bag for the next group.

Science in a Bag – Teacher Page

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Explanation

Matter is anything around you that takes up space. This could be your couch, your dog, a table etc. Properties of matter can be described using our five senses: touch, smell, sight, taste, and hearing. Two common states of matter are liquids and solids. This is an activity for children to do to enhance their observation skills and their sense of touch and sight. Children sometimes think that objects of the same shape are the same object or if they have the same texture they are the same object. This is really helping them think about what textures certain objects have. They can make an educated guess of what they are feeling and then when they pull it out they will make their “discovery” of what the object really is.

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Students will match the word with the picture it goes it to learn new vocabulary. This will also show what they know and what they learn.

Common Misconceptions

* Objects of like shape are the same object
* Objects of like size have the same weight
* Objects of like texture are the object

Real World Connection

A way to connect this activity to the real world is letting the students bring in their own mystery bag to do the same activity. This would allow the children to be the teachers in the class. This lets the children think more about the activity at home, and it lets them make their own bag.

Connections Across the Curriculum

1. In math, the children could pull an object out of the bag. Then they could measure and weigh each object in the bag recording the length and weight.

[CCSS.MATH.CONTENT.K.MD.A.1](http://www.corestandards.org/Math/Content/K/MD/A/1/)

Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

1. The students can match the word with the picture to learn the definition of that word.

[CCSS.ELA-LITERACY.RI.K.7](http://www.corestandards.org/ELA-Literacy/RI/K/7/)

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

1. Put fake fruits and vegetables in the bag let the students pick one out one at a time and sort them into a group by fruits and veggies.

[CCSS.MATH.CONTENT.K.MD.B.3](http://www.corestandards.org/Math/Content/K/MD/B/3/)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.1

References

[www.dictionary.com](http://www.dictionary.com) - Vocabulary

<https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/KK%20Science%20Framework%20Matter.pdf> -Misconceptions and Real World Connection

<http://www.scholastic.com/teachers/sites/default/files/posts/u24/images/mystery_bags_observation_lesson.pdf> -Observation Sheet Template

<http://www.sesamestreet.org/cms_services/services?action=download&uid=d77faecc-ce49-4f11-b4fa-c1632e85d64a> -Explanation